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Indigenous Mentorship Day

We are excited to share a detailed summary of our recent mentorship day event. This document is designed to provide a comprehensive overview of the day’s activities, insights, and outcomes. Feel free to use this summary as a guide for organizing and running your own mentorship events. We hope it serves as a valuable resource and inspiration for fostering meaningful mentor-mentee relationships.

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Part 1: Event Overview

Vision, Purpose, and Goal

The Indigenous Mentorship Day is a 1-day initiative that was designed to bring high school students into a post-secondary institution for the purpose of mentorship. This framework can be used both in that setting, as well as to invite Indigenous students into the workplace.

The documents in this file are from a pilot mentorship day ran in partnership between Conestoga College, Indigenous Workways, and Be-Dah-Bin Gamik Indigenous Services. This mentorship day brought Indigenous high school students from the Waterloo Region on to Conestoga College campus with the goal of helping these students see themselves at the College, create mentorship opportunities, and inspire them to pursue career paths within various fields of study offered by Conestoga College.

The Nanda Gikenim: Indigenous High School Mentorship Day was funded and organized by Indigenous Workways, in partnership with Conestoga College. Our goal was to develop a sustainable solution to underemployment among Ontario's Indigenous workforce by empowering Indigenous youth with career mentors and opportunities, and Ontario's employers with relational, respectful, reciprocal, and relevant workplace communication practices and organizational culture where Indigenous worldviews can flourish.

Through the creation and execution of the Indigenous Mentorship Day at Conestoga College, Indigenous Workways created a structure and framework to allow for pathways to greater Indigenous representation at the post-secondary level with mutually beneficial outcomes for all stakeholders involved. The Indigenous Mentorship Day provided an opportunity to connect Indigenous youth (Grade 9-12) within local school boards to local post-secondary institutions. This provided Indigenous students the opportunity to discover Conestoga College, explore potential career paths at the post-secondary level, as well as gain insight and support into the post-secondary process and resources that are available to them. The Indigenous Mentorship Day provided the opportunity for relationship building between Indigenous communities and post-secondary institutions with the goal of Indigenizing education and breaking down barriers to access and representation. Involved school boards had the opportunity for their Indigenous students to connect with post-secondary institutions and to enrich their programming through this partnership. Finally, Conestoga College itself was able to connect with the local Indigenous communities and students, to forward their goals of reconciliation within their institution.

The Indigenous Mentorship Day at Conestoga College was a 1-day program, however, the framework and relationships established has been structured to provide a foundation for the expansion and continuation of the Mentorship Days in future years. This will create a sustainable, collaborative, and mutually beneficial effort, to forward Indigenous success in alignment with the goals of the reconciliation process within the education system, the workplace, and the community.

The following documents were those used by our team and are available to you if you would like to run a similar event.

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Project Plan Template

Key Elements	Details
Name	Chose a name for the event in collaboration with Indigenous partners
Date	Ensure that you choose a date with an awareness of important cultural dates
Number of Student Participating	The consideration for the number of participants will vary depending on the space and type of sessions you offer. We had 30 students
Location	Name of workplace or post-secondary institution
Purpose	Community Engagement, Completion of Goals for Indigenous inclusion in education and the workplace
Need	Indigenous students remain under-represented in both post-secondary education and the workforce. This camp can provide connections and opportunities for Indigenous students to see themselves thriving within post-secondary institutions, and lead to future success in Ontario's workforce.
Audience	Grade 9-12 aged Indigenous students from the Kitchener-Waterloo, region who have an interest in pursuing post-secondary studies in Ontario. Or this can be students or Indigenous adults interested in your workplace
Unfair Advantage	Indigenous Workways is uniquely placed with connections to several of Ontario's leading post-secondary institutions as well as a wealth of research focused on the inclusion of Indigenous peoples into the workplace. Together, these assets can lead to the practical execution of a career camp that is founded in research, as well as engaging and useful for participants.
Unique Value Proposition	A unique opportunity for Indigenous students to explore a variety of career paths at the college level and to network with various students, administrators, and faculty members.

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Part 2: Event Preparation

Team Members Needed for Event Execution

Position	Responsibilities
Lead Organizer	<ul style="list-style-type: none"> Recruitment for camp among faculty and administrators at the institution, or staff. Responsible for overarching coordination of the participating organizations, faculty members/staff, and students. Supervision of event throughout the day. Responsible for financial planning and management of the day. Also determining where funding for the event will come from. Event day supervision and troubleshooting.
Indigenous Services or Indigenous Centre Contact	<ul style="list-style-type: none"> Joint Lead in the coordination of the event. Responsible for inclusion of cultural elements throughout the event day. Provision of space to host elements of the event day Revision and approval of details of the event day.
School Board Representatives (If relevant), this could be a local Indigenous Organization, or search partner	<ul style="list-style-type: none"> Responsible for the recruitment of students for the event. Advertises the event within schools/workplace. Responsible for logistics related to the transport of students and permission forms for student attendance (if participants are youth). Coordinates all information with students/participants prior to event day.
Faculty Module Leaders/staff	<ul style="list-style-type: none"> Responsible for running individual sessions in their field of study to introduce students/participants to various programs at the institution. Responsible for making their session culturally relevant and engaging for students. Involvement in planning meetings prior to the event day. Responsible for students in their session on the day of the event.
Community Organization Representatives	<ul style="list-style-type: none"> Responsible for bringing students/participants relevant information regarding their Indigenous community organization or company. Responsible for engaging with students/participants throughout the day to highlight the opportunities that their organization can offer. Responsible for meeting with organizers leading up to the event day regarding logistics. Responsible for highlighting culturally relevant opportunities at their organization.

Budget Breakdown

In this section you will find a breakdown of the budget for the Mentorship Day. This is meant to be an example of financial costs associated with running a mentorship day at a post-secondary institution.

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Purpose	Amount
Transportation	
Food and Drink	
Programming	
Equipment	
Honorarium	
Marketing	
Student Prizes/Incentive	

Essential Services for Execution of the Event

Service	Details
Transportation	<p>All volunteers, faculty and administrators are responsible for finding their own way to the event</p> <p>Students/participants will have taxi transportation arranged for them by the school boards. These taxis will be paid for by the event host to reduce a barrier to participation. This is optional and can be structured any way you like, but where possible, barriers to participation should be reduced.</p>
Food and Drink	<p>Students/participants will be provided with food and drink.</p> <p>Lunch will be provided and there will be an Indigenous culinary demonstration accompanying lunch.</p> <p>Lunch will be a taco bar, snack bag for the afternoon, and a culturally relevant culinary demonstration.</p>
Washrooms	Washrooms exist on site. No additional planning is needed.
Rooms	Every faculty member supervising the creation of a student/participant module will be responsible for ensuring they have the space they need to run the module. This will include coordinating to ensure the rooms that are needed are free for their use during the Mentorship Day.

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A/V Arrangements

Note: Individual modules may require specific equipment. The supervising faculty/staff member will be responsible for ensuring they have all the materials that are required for their specific module. All equipment noted here is for general purposes.

Equipment	Details
Wifi	Host institution will determine how to grant wifi access for the day It should not be assumed in modules that all students have access to cellular data.
Microphone/Speakers	1 microphone and set of speakers may be needed in opening of event. This will be dependant on number of students present and the setting. If introduction takes place in a classroom, this may not be needed.
Laptops/Projectors	Laptops and projectors will be needed in each module. Laptop should be provided by the organizers of the module, and projector will be present in each classroom.

Event Promotion and Recruitment

This is an example of how we planned event promotion and determined accountability. This will vary depending on who you partner with. A critical element in the success of a mentorship day is partnership. To bring Indigenous students or adults into a post-secondary institution or workplace, it is important to reach and connect with them. The best people to do this are the ones that already have established relationships with them. Therefore, your goal as an organization that wants to bring Indigenous people in, to introduce them to the opportunities that exist in your organization, will be to establish partnerships. Below is a list of our partners.

School Board/Community	Our Asks	Partner Contributions
Waterloo Region District School Board	Connections with Indigenous students within the school board Promotion of event among staff and students Coordination of event insofar as student participation is concerned	Recruitment of Students Creation, distribution and collection of permission forms Organization and booking of transportation
Waterloo Catholic District School Board	Connections with Indigenous students within the school board	Will promote the event at WCDSB high schools

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	Promotion of event among staff and students Coordination of event insofar as student participation is concerned	Will arrange transportation for students. Will arrange necessary permission forms for students. Will act as a supervisor for students during this day.
Upper Grand DSB Grand Erie DSB Brant Haldimand Norfolk Catholic DSB Avon Maitland DSB	Connections with Indigenous students within the school board Promotion of event among staff and students	Will promote the event within avenue available within these school boards.

Part 3: On-Site Event Management

To introduce the College to the students, we offered several modules through the day that participants could attend. These were 1-hour sessions that were offered by faculty that were developed for this day. The purpose of these sessions was to do something fun and engaging. Participants in the mentorship day had a choice of attending two of five modules. Below is a list of sessions we hosted. We recommend that you determine what sessions or small group activities your organization can offer, that best showcases the work you do.

Modules

Letter	Module Name	Faculty
A	Community and Criminal Justice	School of Community Services
B	Early Childhood Education	School of Community Services
C	Nursing	School of Health and Life Sciences
D	Visual Merchandising	School of Creative Industries
E	Woodworking	School of Engineering and Technology, School of Trades and Apprenticeship

Indigenous and Community Organizations Participating

We invited several employers to join our day, to demonstrate future career paths to students. These were employers that hired our students. These employers came with material and were available at different parts of the day, either with a booth or demonstration so students could interact with them.

Organization Name	Role
Brantford Fire Services	Career Highlights
Waterloo Fire Services	Firefighting Demonstration and Career Highlights
Aecon and A6N	Career Highlights
Anishnabeg Outreach	Support Information
Metis Nation of Ontario	Support Information

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NPAAMB	Support Information
Waterloo Region Police Services	Module Participation and Career Highlights

Part 4: Post-Event Review

In this section, we will take the time to review the pilot of the Nanda Gikenim Indigenous High School Mentorship Day, at Conestoga College. It is important to take the time to reflect on the successes and lessons learned from this event to form best practice moving forward.

Successful Elements of the Event

The Nanda Gikenim Mentorship Day was considered an overwhelming success by those participating. The event successfully highlighted to Indigenous High School Students the various post-secondary programs and careers that they could access, and the supports they had in their community to attain these goals. There were a few specific areas of success that are important to note:

1. Student Experience
 - a. When surveyed both within their modules and after the event, students spoke positively about the event. Students noted that the event increased their interest in attending a post-secondary institution, noted their specific interest in Conestoga College, and expressed that they felt they had built connections with various careers in the community.
 - b. Students noted that they felt they had a greater understanding and access to various supporting agencies in the communities. They expressed that they felt more confident in understanding what social and funding supports were available to them, and how they would proceed with accessing these in the future.
 - c. Students expressed that they felt seen, engaged and interested in the post-secondary environment after participating in this event.
 - d. Our capacity for the pilot year of 30 students was reached for this event, noting the interest that the students had in participating.
2. Faculty Engagement
 - a. Faculty who were responsible for leading teaching modules noted that they felt supported and engaged throughout the event.
 - b. They expressed that they were able to engage students in the subject area they taught, and successfully lead a 1-hour module to highlight opportunities for Indigenous students within their program.
 - c. All faculty members noted that they would like to participate in future versions of this event should it occur at Conestoga College again.
3. Community Engagement
 - a. Indigenous community organizations and local companies all expressed positive experiences participating in this event.
 - b. They noted that they enjoyed the opportunity to connect with students in their area, highlight the work that their organization does, and engage with other community organizations and companies to forward opportunities for future collaboration.

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- c. All participants noted that they would be interested in participating in this event again if it was held in the future.

Areas to Grow for Future Events

There are several challenges that arose during the planning and execution of the Nanda Gikneim Indigenous Mentorship Day that are important to keep in mind when moving forward. These areas of growth can be applied to future versions of the event to ensure its success in its application to other institutions or in years to come. Some areas of growth or change are as follows:

1. Student Transportation:
 - a. In future years, it would be logistically more practical to have school boards plan and fund the transportation to and from this event. For the pilot year, all logistics planning and funding was incurred by the host. However, it is recommended in the future for school boards to be responsible for their own transportation planning as well as recruitment of students.
2. Involvement of Recruitment
 - a. The involvement of the recruitment office and Indigenous recruitment representatives was a key to the success of this event. In future iterations of this event, it is recommended that the recruitment office have even more involvement to provide students with the engagement and support needed.
3. Module Length
 - a. It was recommended by both module leaders and participants that the length of the teaching modules be expanded in future versions of this event. For the pilot year, modules last 1-hour each. However, it was found that this length of time was not sufficient for students and staff to engage in meaningful activities and collaboration within the modules. Fewer modules lasting 2 hours each would be preferable in future versions of this event.
4. Diversity in Recruitment
 - a. For the pilot year of the event, students were recruited from the three primary school boards in the Kitchener-Waterloo region. To expand the scope of the students who have access to this event, it is recommended in future years that students be recruited through connections with local Indigenous communities as well as through school boards.
5. Planning timeline
 - a. To effectively engage in all details of this event in the greatest capacity possible, it is recommended to allow for a 9-month planning process for this event. Due to time restrictions, this was not possible for this version of this mentorship day but would allow for greater community engagement in the future. Please note that relationship building with partners needs to happen before this 9-month period. You should establish partners and a project team, before the planning stages.

Future Expansion of this Event Model

There is both the interest and capacity to expand the pilot of the Nanda Gikenim Mentorship Day moving forward. This event has both the interest and the importance to be expanded both in size and

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scope in future years. It is recommended that the following iterations could be taken in future years in order to expand this event:

1. Size of Event
 - a. The pilot year of the Nanda Gikenim Mentorship Day had a maximum of 30 students allowed to attend. Due to interest that could be gained by an expanded and longer recruiting process, this could be expanded to 100+ students in future years of the event.
2. Locations of Event
 - a. This event model could be used at a variety of partner institutions across Ontario. This model could apply to other college, universities and post-secondary institutions that are interested in showcasing their institution to Indigenous students in their region.
3. Length of Event
 - a. The Nanda Gikenim Mentorship Day could be expanded to take place over several days, rather than being a one-day event. Due to the interest in different fields of study, this event could be expanded to include even more community organizations, employers, and programs within post-secondary institutions to give students a wider variety and more in-depth understanding of post-secondary education.

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Part 5: Appendices

Appendix A: Day-Of Event Schedule (Example)

Schedule – Nanda Gikenim Mentorship Day

Date: TBD

Location: Conestoga College Doon Campus

Time	Group Rotation
8:30-8:50	<p>General Meet and Greet – Introduction and Ceremony</p> <p>Location: Be-Dah-Bin Gamik Indigenous Centre</p>
9:00-10:00	<p>Be-Dah-Bin Gamik and Indigenous Studies</p> <p>Teaching Garden Tour</p> <p>Introduction to Indigenous Organization: <i>Anishnabeg Outreach</i> <i>Métis Nation of Ontario</i> <i>Congress of Aboriginal Peoples</i> <i>NPAAMB</i> <i>Indspire</i></p>
10:00-11:00	<p>Students will Choose 1 of the Following Modules to Participate in:</p> <p>Module A: Woodworking Module B: Early Childhood Education Module C: Nursing</p>
11:00-12:00	<p>LUNCH</p> <p>Location: The Venue</p> <p>Culinary Demonstration</p> <p>Career and Information Fair</p> <p>Participating Organizations: <i>Aecon</i> <i>Waterloo Fire Services</i> <i>Brantford Fire Services</i> <i>Waterloo Region Police Services</i></p>

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	<p><i>Conestoga College Recruitment</i> <i>Conestoga Students Inc.</i> <i>NPAAMB</i> <i>Métis Nation of Ontario</i> <i>Anishnabeg Outreach</i></p>
12:00-13:00	<p>Students will Choose 1 of the Following Modules to Participate in:</p> <p>Module D: Criminal and Community Justice Module E: Visual Merchandising</p>
13:00-13:45	<p>Firefighter Services Demonstration</p> <p>Conducted by: <i>Waterloo Fire Services</i> <i>Brantford Fire Services</i></p>
13:45 – 14:30	<p>Tour of Conestoga Campus</p> <p>Conducted By: <i>Conestoga College Recruitment Office</i></p>
14:30-15:00	<p>Concluding Remarks and Closing Ceremonies</p>

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Appendix B: Welcome Letter (Example)

Welcome to Conestoga College!

Dear students,

We are so excited to have you at Conestoga College to participate in the Nanda Gikenim – Seek to Learn Indigenous High School Mentorship Day at Conestoga College. We hope that today you are able to learn more about different programs Conestoga College has to offer and explore different career pathways for your future.

You will begin your day today at Be-Dah- Bin Gamik *A Place of New Beginnings*. This is Conestoga College's Indigenous Student Centre and a home base for many Indigenous students on campus. You will get to learn more about the space, the programs that are offered to you there, and you will get to explore the Indigenous Teaching Garden which is tended to by Be-Dah-Bin Gamik. Take some time during this part of the day to learn more about the different Indigenous organizations that can support you in your studies, career, and life as you progress to post-secondary and the workforce.

You will also have the opportunity to participate in two exciting teaching modules that you have chosen ahead of time. These teaching modules will give you a sense of what it is like to be a Conestoga College student. In these sessions, you will get to attend a class at the college which is all about the subject you have chosen! Take some time to get to know the program, the people who run it, and what it is like to be a student at Conestoga College.

On top of these activities, you will get to have a lunch at Conestoga College's restaurant *The Venue*, where you will get to watch a culinary demonstration by *Cedar Spoon Catering*, talk to some different employers in the community, and eat some delicious food. You will also get to participate in a demonstration by Waterloo and Brantford Fire Services, as well as get a guided tour of Conestoga Campus!

We hope that this day will give you an opportunity to explore life at Conestoga College, as well as some careers you are interested for the future. There are so many opportunities that are available in post-secondary and beyond, and we hope you have the chance to see the different pathways to achieve your goals!

Kindly,

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Appendix C: Partner Proposal Example

Nanda Gikenim: Indigenous Highschool Mentorship Day Conestoga College

SCHOOL BOARD INFORMATION

Vision, Purpose and Goal

The Nanda Gikenim: Indigenous High School Mentorship Day is a 1-day Indigenous Mentorship Day that will be taking place at Conestoga College on May 18th, 2023. This day will be run in joint partnership between Conestoga College, Indigenous Workways, and Be-Dah-Bin Gamik Indigenous Services. This mentorship day will bring Indigenous high school students from the Waterloo Region on to Conestoga College campus with the goal of helping these students see themselves at the college, create mentorship opportunities, and inspire them to pursue career paths within various fields of study offered by Conestoga College.

The Nanda Gikenim: Indigenous High School Mentorship Day will be funded and organized by Indigenous Workways, in partnership with Conestoga College. Indigenous Workways is a collaborative research grant between scholars and Indigenous partners based out of several academic institutions in Southwestern Ontario. Our goal is to develop a sustainable solution to underemployment among Ontario's Indigenous workforce by empowering Indigenous youth with career mentors and opportunities, and Ontario's employers with relational, respectful, reciprocal, and relevant workplace communication practices and organizational culture where Indigenous worldviews can flourish. In order to accomplish this goal, Indigenous Workways is participating in both research and practical efforts to uncover, develop and implement pathways and resources to help Indigenous youth and adults' transition successfully into a supportive workplace.

Through the creation and execution of an Indigenous Mentorship Days at Conestoga College, Indigenous Workways plans to create a structure and framework to allow for pathways to greater Indigenous representation at the post-secondary level with mutually beneficial outcomes for all stakeholders involved. The Indigenous Mentorship Day will provide an opportunity to connect Indigenous youth (Grade 9-12) within local school boards to local post-secondary institutions. This will provide Indigenous students the opportunity to discover Conestoga College, explore potential career paths at the post-secondary level, as well as gain insight and support into the post-secondary process and resources that are available to them. The Indigenous Mentorship Day will provide the opportunity for relationship building between Indigenous communities and post-secondary institutions with the goal of Indigenizing education and breaking down barriers to access and representation. Involved school boards will have the opportunity for their Indigenous students to connect with post-secondary institutions and to enrich their programming through this partnership. Finally, Conestoga College itself would be able to connect with the local Indigenous communities and students, to forward their goals of reconciliation within their institution.

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The Indigenous Mentorship Day at Conestoga College will be a 1-day program, however, the framework and relationships established would be structured to provide a foundation for the expansion and continuation of the Mentorship Days in future years. This will create a sustainable, collaborative, and mutually beneficial effort, to forward Indigenous success in alignment with the goals of the reconciliation process within the education system, the workplace, and the community as a whole.

School Board Involvement

The involvement of the Waterloo Region District School Board and Waterloo Catholic District School Board will be fundamental to the success of the Nanda Gikenim: Indigenous High School Mentorship Day at Conestoga College. The school boards will be involved primarily through the recruitment and logistical organization of students who are participating in this day. This will include distributing the promotional material and registration form to interested students and key people who can publicize this event to Indigenous high school students within the school board. This process can be supported by Indigenous Workways as needed. Additionally, the school boards will be responsible for coordinating any permission forms needed for participating students to be excused from school, as well as scheduling taxis for transportation to and from Conestoga College. This will be funded by Indigenous Workways.

Logistics

The following logistical information can be used as a guide to explore the details of this Mentorship Day.

Logistics	Success Requirement
Date	March 18 th , 2023
Location	Conestoga College – Doon Campus
Length	1-day
Number of Participants	Minimum 20 students (maximum approx. 40)
Participant Requirements	Indigenous students in Grade 9-12, from the following school boards: <ul style="list-style-type: none"> • Waterloo Catholic District School Board • Waterloo Region District School Board
Likely Programs To Be Highlighted	<ul style="list-style-type: none"> • Indigenous Studies and Be-Dah-Bin Gamik Indigenous Centre • Police Foundations – Crime Scene Investigation • Visual Merchandising Arts – Visual Design and Social Media • Nursing – will be confirmed within the next week • Early Childhood Education – will be confirmed within next week • Firefighting – this will either be a demonstration or a module on its own

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	<ul style="list-style-type: none"> • Trades – a module within the Woodworking program is looking to be added
School Transport Details	<ul style="list-style-type: none"> • Students will meet at their high school and have pre-arranged taxis to take them to Conestoga College in groups. • Students will have taxis arranged to take them back to either their school or their home at the end of the day. • These taxis will be arranged by the school boards, but funded by Indigenous Workways.

Tentative Schedule

Below you will find a tentative schedule for the day.

Time	Group Rotation
8:30-8:50	General Meet and Greet – Introduction and Ceremony
9:00-10:20	Be-Dah-Bin Gamik and Indigenous Studies Teaching Garden Tour
10:30-11:20	Option of: Module A OR Module B
11:30-13:00	LUNCH – Culinary Demonstration
13:00-13:50	Option of: Module C OR Module D
14:00-14:30	Concluding Remarks Admission, Funding, Other Program Options Q&A